

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 6

Tuesday, May 11, 2021

Time: 7:00 p.m.

Virtual Meeting

Please refer to KPDSB website for access

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes
 - April 6, 2021 – Regular Board Meeting
 - April 27, 2021 - Special Board Meeting
7. Presentations/Delegations
8. Presentation of Reports and Accompanying Motions
 - 8.01 Education
 - A. **Students Come First** C. Moore
 - **Mental Health Promotion at KPDSB**
 - Staff: Student Counsellors - S. Meek and M. Melanson
 - Students: Olivia, Ben and, Jack Chapter participants
 - B. Children's Mental Health Report C. Moore
 - C. Student Trustee's Reports Emma & Ethan
 - D. Childcare Centres (video) S. Bailey
 - Evergreen PS
 - Keewatin PS
 - E. Indigenous Education Report S. Bailey
 - F. Policy 331, Instructional Practices S. Bailey
 - 8.02 Executive Committee
 - A. Covid-19 Update S. Pharand
 - 8.03 O.P.S.B.A. Update
 - 8.04 Parent Involvement Committee J. Lower

- 8.05 Operations
 - A. Policy 608, School Fundraising R. Findlay
 - Procedure 608, School Fundraising
 - B. Capital Projects Report R. Findlay
 - Red Lake-Madsen Public School; Mechanical Upgrades
 - C. Property Disposal Report R. Findlay
 - Queen Elizabeth District High School
 - D. Capital Priorities Update S. Pharand
- 8.06 Finance
 - A. Finance Committee Update R. Findlay
- 8.07 Human Resources (nil)
- 8.08 Special Education Advisory Committee C. Moore
- 8.09 Indigenous Education Advisory Committee S. Pharand
- 8.10 Early Years Advisory Committee (nil) S. Bailey
- 9. Other Motions
- 10. Correspondence S. Pharand
 - The Terry Fox Foundation
- 11. New Business
- 12. Observer Comments
 - If you have questions during the meeting regarding agenda items presented this evening, please submit to the following email address: questions@kpdsb.ca
 - Questions will be responded to under this agenda item - Observer Comments
- 13. Next Meeting Date – June 8, 2021
Virtual Meeting
- 14. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #5

The minutes of Regular Board Meeting of the Keewatin-Patricia District School Board held April 6, 2021 via virtual meeting.

Call to Order	The meeting was called to order at 7:00 p.m.				
Roll Call	E. Bortlis M. Guitard C. Marcino J. Kitowski;	D. Cornish R. Griffiths B. Gauthier D. Head	M. Duncalfe G. Kleist E. Gardner, Indigenous Student Trustee E. Belrose, Student Trustee		
Absent with Regret	B. O'Donohue				
Officials	Sherri-Lynne Pharand, Richard Findlay, Shannon Bailey, Jane Lower, Chantal Moore Communications Officer and Executive Assistant present.				
Also Present	Media, Staff and interested public.				
Agenda	Moved by:	B. Gauthier			
	Seconded by:	E. Bortlis			
Motion	84-21	THAT the agenda for Regular Board Meeting of April 6, 2021 be approved.			
		Non-binding (Student Trustee)	FOR 2	OPPOSED 0	CARRIED
		Binding	FOR 11	OPPOSED 0	CARRIED
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None
Business Arising from Committee of the Whole	Nil				
Minutes	Moved by:	G. Kleist			
	Seconded by:	R. Griffiths			
Motion	85-21	THAT the minutes of Regular Board Meeting held March 9, 2021 having been duly circulated be confirmed.			
		Non-binding (Student Trustee)	FOR 2	OPPOSED 0	CARRIED
		Binding	FOR 11	OPPOSED 0	CARRIED
	For the public and stakeholders attending the meeting this evening.				
	<ul style="list-style-type: none">If you have questions during the meeting regarding the agenda items presented tonight, please submit them to the email address located on Agenda Item #12, Observer Comments. Questions will be responded to under that agenda item.				
Students Come First	Partnerships in Education for Student Success; <ul style="list-style-type: none">Nishnawbe Aski Nation / KPDSB School Support Program, and Rapid Response School Support Team Principals: M. Boos, N. Menard-Mousseau Guest Principal: A. Lawrence from North Spirit Lake First Nation Staff: S. Blake, S. Flowers				

Moved by: D. Cornish
Seconded by: G. Kleist

Motion 92-21 THAT the verbal report on Policy 320, Appropriate Dress for Students, be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: G. Kleist
Seconded by: R. Griffiths

Motion 93-21 THAT Policy 320, Appropriate Dress for Students, be approved as amended with the next review date in year 2025.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Covid-19 update
Moved by: B. Gauthier
Seconded by: E. Bortlis

Motion 94-21 THAT the Covid-19 update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: M. Duncalfe
Seconded by: D. Cornish

Motion 95-21 THAT the verbal report on the Policy and Procedure updates be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Policies / Procedures - Gender-Neutral Language
Moved by: D. Head
Seconded by: M. Duncalfe

Motion 96-21 THAT the Policies and Procedures of the Keewatin-Patricia DSB, from this day forward, will include gender-neutral language.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: B. Gauthier
Seconded by: M. Guitard

Motion 97-21 THAT the verbal report on the KPDSB Operational By-Laws Subcommittee be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: R. Griffiths
Seconded by: G. Kleist

Motion 98-21 THAT Trustees Bob O'Donohue, M. Duncalfe and B. Gauthier be appointed to the KPDSB Operational By-Laws Subcommittee.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

OPSBA update	Moved by:	B. Gauthier					
	Seconded by:	D. Head					
Motion	99-21	THAT the O.P.S.B.A. update be received.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
	Moved by:	M. Guitard					
	Seconded by:	D. Head					
Motion	100-21	THAT the verbal report on Policy 610, Surplus Asset Management and Disposal, be received.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
Policy 610	Moved by:	M. Duncalfe					
	Seconded by:	E. Bortlis					
Motion	101-21	THAT Policy 610, Surplus Asset Management and Disposal, be approved as amended with the next review date in year 2025.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
	Moved by:	G. Kleist					
	Seconded by:	M. Duncalfe					
Motion	102-21	THAT the verbal report on Policy 803, Facilities, be received.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
Policy 803	Moved by:	R. Griffiths					
	Seconded by:	B. Gauthier					
Motion	103-21	THAT Policy 803, Facilities, be approved as amended with the next review in year 2025.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
	Moved by:	D. Cornish					
	Seconded by:	E. Bortlis					
Motion	104-21	THAT the report on the Audit Committee Appointment of a Community Member be received.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
Audit Committee Appointment – Kirby Parks	Moved by:	M. Duncalfe					
	Seconded by:	B. Gauthier					
Motion	105-21	THAT Kirby Parks, who is not a KPDSB Board member, be appointed to the Audit Committee for a three-year term.					
		Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: R. Griffiths
Seconded by: M. Guitard

Motion 106-21 THAT the verbal report on Policy 609, Investments, be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Policy 609
Moved by: D. Head
Seconded by: G. Kleist

Motion 107-21 THAT Policy 609, Investments, be reaffirmed with the next review date in year 2025.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: R. Griffiths
Seconded by: E. Bortlis

Motion 108-21 THAT the Special Education Advisory Committee verbal update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

SEAC appointment
Moved by: R. Griffiths
Seconded by: M. Guitard

Motion 109-21 THAT the appointment of Olivia Karle, representing the Kenora Association for Community Living in Kenora, to the Special Education Advisory Committee be approved.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

SEAC appointment – alternate
Moved by: D. Cornish
Seconded by: M. Guitard

Motion 110-21 THAT the appointment of Aimee Foucher, alternate representative for the Kenora Association for Community Living in Kenora, to the Special Education Advisory Committee be approved.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: D. Head
Seconded by: B. Gauthier

Motion 111-21 THAT the Early Years Advisory Committee update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

New Business
Trustee Cornish shared appreciation comments, received from Staff and Students, for the March break activity week. It was a great initiative and the events were well attended.

Observer Comments
Observers may participate by submitting questions, regarding the agenda items presented at the meeting this evening, to the following email address:
questions@kpdsb.ca

Questions will be responded to under this agenda item, Observer Comments.

Adjournment

Moved by: R. Griffiths
Seconded by: G. Kleist

Motion 112-21

THAT the meeting adjourn at 8:34 p.m.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Chair of the Board

Secretary of the Board

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

The minutes of the Special Board Meeting of the Keewatin-Patricia District School Board held April 27, 2021, via virtual meeting.

Call to Order	The meeting was called to order at 9:15 p.m.					
Roll Call	E. Bortlis M. Guitard C. Marcino (tc) B. O'Donohue	D. Cornish R. Griffiths B. Gauthier G. Kleist	M. Duncalfe E. Gardner, Indigenous Student Trustee E. Belrose, Student Trustee			
Absent with Regret	J. Kitowski; D. Head					
Officials	Sherri-Lynne Pharand, Shannon Bailey, Jane Lower, Chantal Moore, Communications Officer and Executive Assistant present.					
	Moved by:	B. O'Donohue				
	Seconded by:	G. Kleist				
Motion 113-21	THAT the agenda for the Special Board Meeting of April 27, 2021 be approved.					
	Binding	FOR	09	OPPOSED	0	CARRIED
	Non-Binding (Student Trustees)		02			
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None	
	Moved by:	B. Gauthier				
	Seconded by:	M. Duncalfe				
Motion 114-21	THAT the on-line learning update be received.					
	Binding	FOR	09	OPPOSED	0	CARRIED
	Non-Binding (Student Trustees)		02			
Correspondence to MOE re on-line learning	Moved by:	D. Cornish				
	Seconded by:	E. Bortlis				
Motion 115-21	THAT correspondence be sent to the Minister of Education regarding on-line learning.					
	Binding	FOR	09	OPPOSED	0	CARRIED
	Non-Binding (Student Trustees)		02			
	Moved by:	C. Marcino				
	Seconded by:	M. Duncalfe				
Motion 116-21	THAT Trustee Michelle Guitard be appointed to the Capital Projects Planning Subcommittee for the period of May 1, 2021 to October 30, 2022.					
	Binding	FOR	09	OPPOSED	0	CARRIED
	Non-Binding (Student Trustees)		02			

Moved by: G. Kleist
Seconded by: B. O'Donohue

Motion 117-21 THAT the Awarding of Transportation Services to Bus Operators Report be received.

Binding	FOR	09	OPPOSED	0	CARRIED
Non-Binding (Student Trustees)		02			

Moved by: E. Bortlis
Seconded by: D. Cornish

Motion 118-21 THAT the Keewatin-Patricia DSB approves awarding RFP #2021-01-BUS Student Transportation Services to: First Canada, Areas 1 and 5; Hutchison Bus Lines, Area 2; Schneider Bus Lines, Area 3, Iron Range Bus Lines Area 4; pending approval from all NWOSSC member schools.

Binding	FOR	09	OPPOSED	0	CARRIED
Non-Binding (Student Trustees)		02			

Moved by: B. Gauthier
Seconded by: B. O'Donohue

Motion 119-21 THAT the Rural and Northern Education Fund (RNEF) Designation for Sioux North High School be received.

Binding	FOR	09	OPPOSED	0	CARRIED
Non-Binding (Student Trustees)		02			

Moved by: G. Kleist
Seconded by: E. Bortlis

Motion 120-21 THAT the Board designate Sioux North High School for Rural and Northern Education Funding (RNEF) eligibility as per the qualifications set out by the Ministry of Education effective March, 18, 2019.

Binding	FOR	09	OPPOSED	0	CARRIED
Non-Binding (Student Trustees)		02			

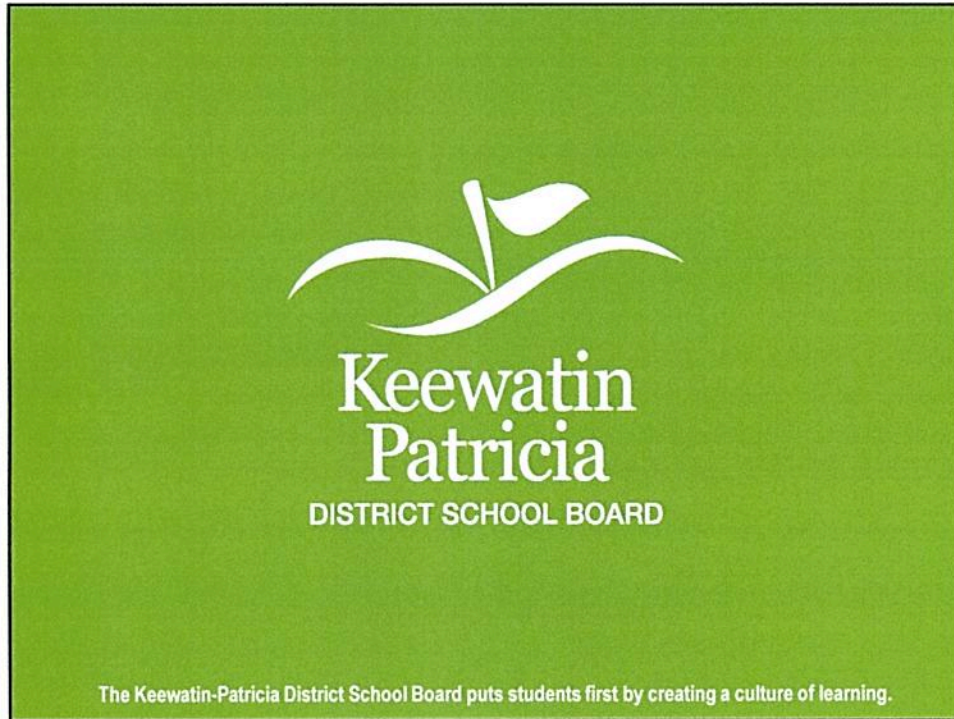
Adjournment
Moved by: M. Guitard
Seconded by: D. Cornish

Motion 121-21 THAT the meeting adjourn at 9:20 p.m.

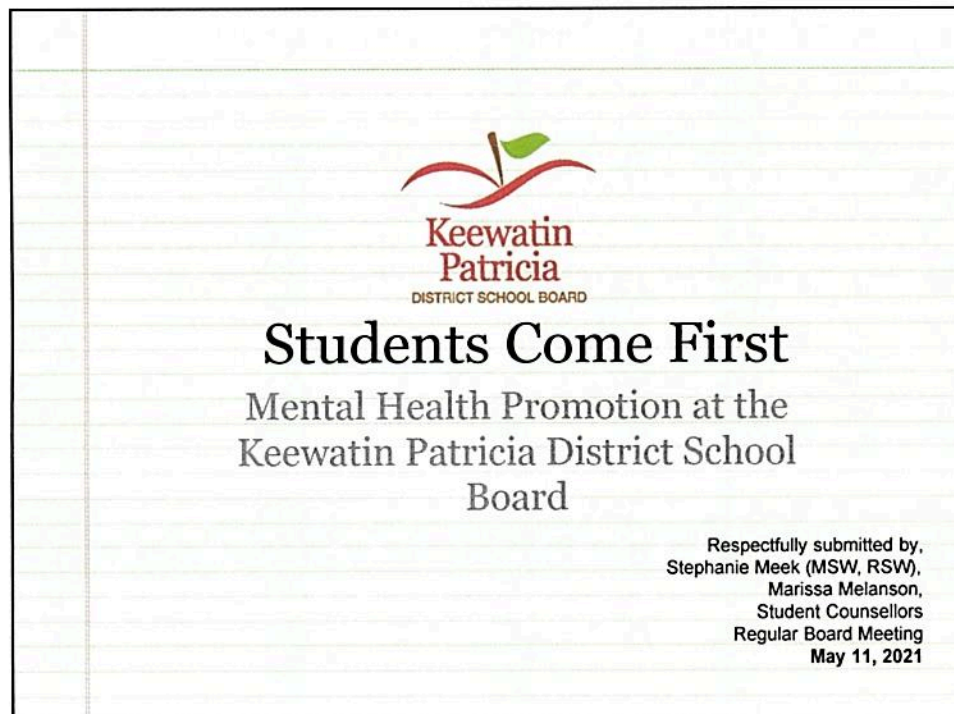
Binding	FOR	09	OPPOSED	0	CARRIED
Non-Binding (Student Trustees)		02			

Chair


Secretary



1



2



Aligned & Integrated Model (AIM)

FEW
SOME
ALL

EQUITY
ENGAGEMENT

INTERVENE
Advanced and Intensive Services

BRIDGE
Multi-tiered support services

SUPPORT
Classroom, Classroom Support

PREVENT
Provide Life, Attention Services

BOLSTER
Build Skills and Resilience

NOTICE
Self-Reflection

INCLUDE
Student Engagement & Belonging

PROMOTE
Mental Health, Literacy and Learning

WELCOME
Social and Physical Environments

UNDERSTAND
Mental Health Literacy, Training and Skills for

PARTNER
Home, School, Community Partnership

FOUNDATION
Social-Emotional Learning

EVIDENCE

WWW.KPDSB.ON.CA

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

Multi-tiered systems of support, like AIM, help to illustrate the role of schools. When it comes to supporting student mental health, we are mostly focused on mental health promotion (Tier 1) and prevention services (Tier 2), and less on intensive services (Tier 3).

3



Welcome

Social and Physical Environments

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4



The image shows a wellness room with a wooden conference table, chairs, and a lounge area with a sofa and coffee table. A certificate from Carleton Place is displayed, awarded to Stephanie Meek for her service to the community. The certificate is from the Service Canada/Juventus Service Corps and is signed by the Mayor of Carleton Place.

Keewatin Patricia
DISTRICT SCHOOL BOARD

Wellness room

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5



An illustration of a counselling office. A woman with red hair, Ms. Melanson, stands in the center. The room is decorated with motivational posters, a guitar, a desk with a computer, and a bookshelf. A sign on the wall reads "WELCOME TO MS. MELANSON'S COUNSELLING OFFICE!" and lists instructions for interacting with the office's digital content.

Keewatin Patricia
DISTRICT SCHOOL BOARD

WELCOME TO MS. MELANSON'S
COUNSELLING OFFICE!

- Click on me to learn more about mental health and well-being!
- Click on my computer to send me a message :)
- Click on items to explore coping skills and activities

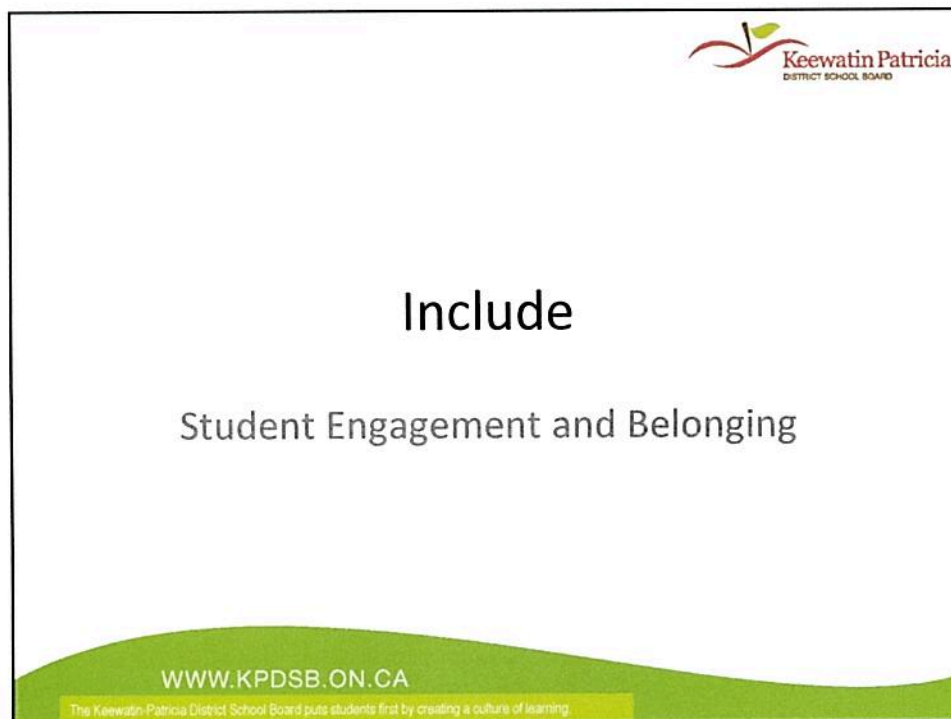
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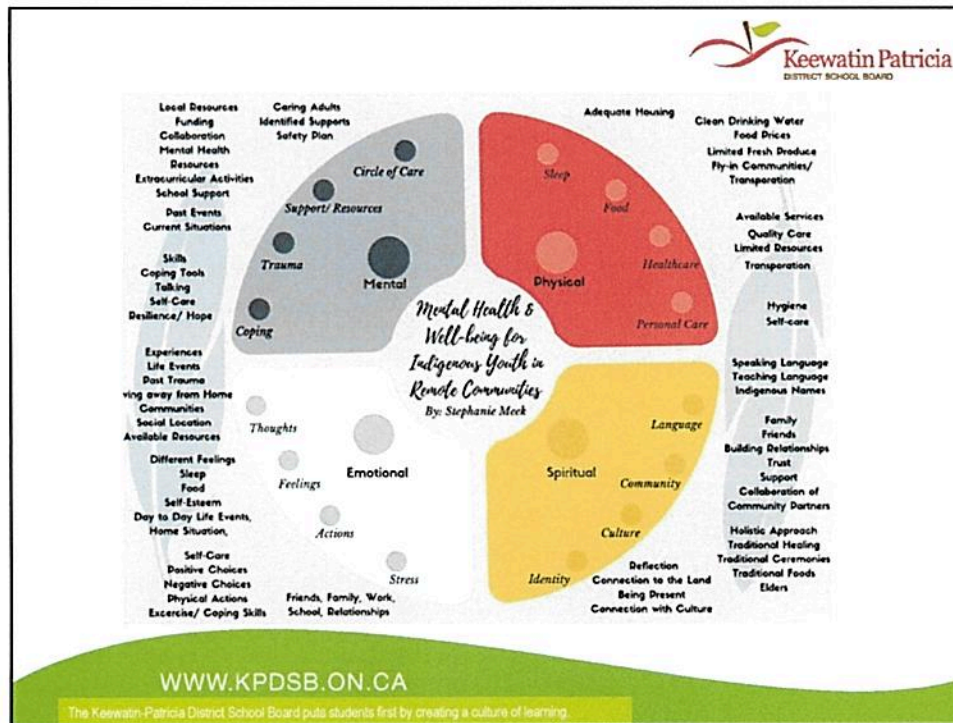
6



7



8



9

jack.org Donate MENU FR EN

Resources for Black Youth +

Resources for LGBTQ Youth +


Resources for Asian Youth +

Resources for Indigenous Youth ↑

Resources for Muslim Youth +

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10



Understand

Mental Health Literacy and Knowing your Students

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11



jack.org

young leaders revolutionizing mental health

Red Lake District High School Jack
Chapter:

- Smash the Stigma
- Candy Cane deep breathing
- Exam Stress Tips
- Smile cookies



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12

JACK.ORG EVENT
KPDSB
GRADE 8-12 STUDENTS
THURSDAY MAY 21, 2020
7PM-8PM
GOOGLE MEET NICKNAME: KPDSBJACKMEETUP

Are you a KPDSB student in grade 8-12?
Join us on Thursday May 21st
for a Google Meet from 7pm-8pm to learn more
about @jackdotorg!
Our program coordinator jms from @jackdotorg will be joining us
for the meeting! ☺
Please use the nickname: KPDSBJACKMEETUP to join!
Hope to see you there!!
#jackchapter
If you have any questions regarding the @jackdotorg Google
Meet please email
Stephanie Meek: Stephanie.meek@kpdsb.ca


jack.org



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13

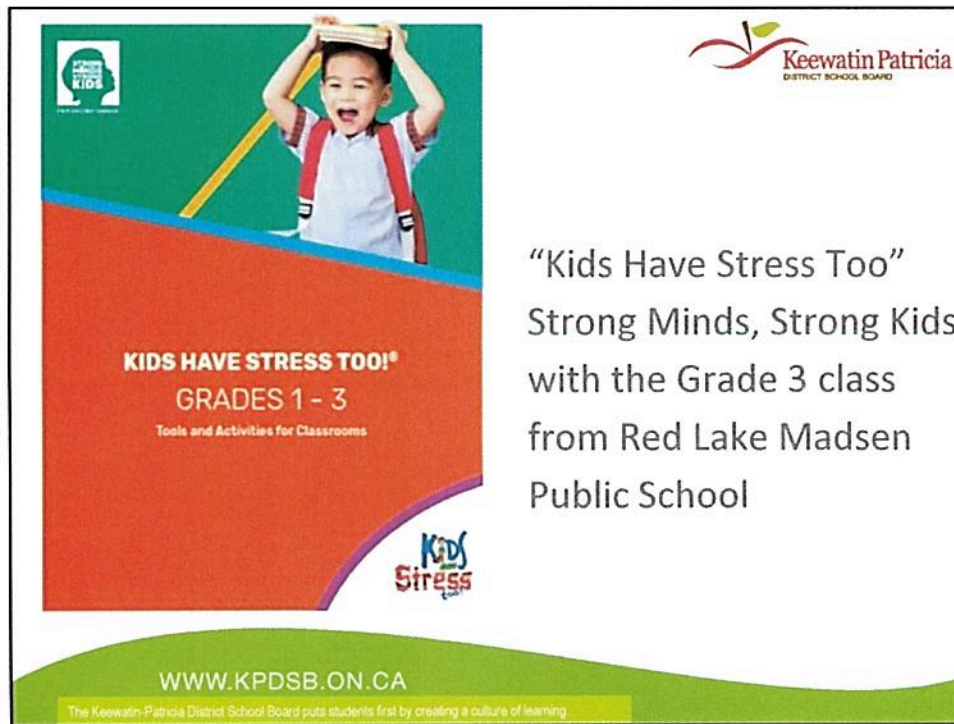


Promote

Curriculum, Teaching and Learning

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14



KIDS HAVE STRESS TOO!
GRADES 1 - 3
Tools and Activities for Classrooms

Kids Stress

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15




Partner




Home, School, Community
Partnerships

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16



be kind.
A Red Lake / Ear Falls Schools
Student Mental Health Initiative
in partnership with New Starts for Women

-  FEBRUARY 1 - 7
Kindness to Nature
-  FEBRUARY 8 - 14
Kindness to Self
-  FEBRUARY 15 - 21
Kindness to Others
-  FEBRUARY 22 - 28
Kindness to Our Community

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17



SPRING into KINDNESS
FRIDAY MARCH 5, 2021

**WEAR GREEN TO COME TOGETHER TO
SHOW WE ARE A COMMUNITY LOADED WITH
RANDOM ACTS OF KINDNESS**
Share your acts of kindness on
social media.



#communitykindnessRLMPS

Share photos on social media of you and your family, as well as your colleagues at work dressed in green!
#communitykindnessRLMPS #RLMPSipark #rlmipsDK
TAG @rlmpshomeoftheravens



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18



19



20

KPDSB Mental Health Week
 Mental health includes our emotional, psychological, and social well-being. It affects how we feel, think, and act. This week we will take some time to reflect on and take care of our own mental health. Let's #BeWell about how we feel. @KPDSBschoolsMHW2021

Monday | **Tuesday** | **Wednesday** | **Thursday** | **Friday**

ACTIVITIES THAT WILL SHOW ALL WEEK

- "What if" you had the BEST/LEAST amount of each of our categories of mental health activities to be achieved in one year?
- "What gives you stress?" Write an advertisement to your school, family, all of your friends you know? Find the one that is the funniest!
- "Daily Challenge" It's to engage in each self-care.

Use the #MentalHealthWeek and follow #kpsd_schools_mental_health on Instagram & Facebook

Be Well Symposia | How to support student health in our community

PARENT & COMMUNITY PRESENTATION IN THE RLDHS GYM ON MAY 13th 6-8^{PM}
DOOR PRIZES & FREE BBQ 5-6^{PM}
COMMUNITY PARTNER BOOTHS & GUEST SPEAKERS

DR. UMESH JAIN SickKids
RYAN MARTIN Health Services Unit

CHILD CARE FOR AGES 2-10 & TRANSPORTATION FROM CAR Pools PROVIDED - IF NEEDED CONTACT amb@kpsd.on.ca OR MAY 8th

Keewatin Patricia
DISTRICT SCHOOL BOARD




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21



Keewatin Patricia
DISTRICT SCHOOL BOARD

Smash the Stigma

SMASH THE STIGMA

THE RLDHS STUDENTS WILL BE SMASHING PUMPKINS @ LUNCH ON FRIDAY NOVEMBER 1, 2019 TO RAISE AWARENESS ABOUT THE STIGMA SURROUNDING MENTAL HEALTH.

WE ARE ASKING FOR THE COMMUNITIES HELP TO PLEASE DONATE THEIR PUMPKINS THE DAY AFTER HALLOWEEN TO MAKE THIS EVENT SUCCESSFUL! PLEASE DROP OFF YOUR PUMPKINS THE MORNING OF FRIDAY, NOVEMBER 1ST TILL 11:30 AM AT THE FRONT ENTRANCE OF RED LAKE DISTRICT HIGH SCHOOL! THANK YOU FOR YOUR CONTINUED SUPPORT!

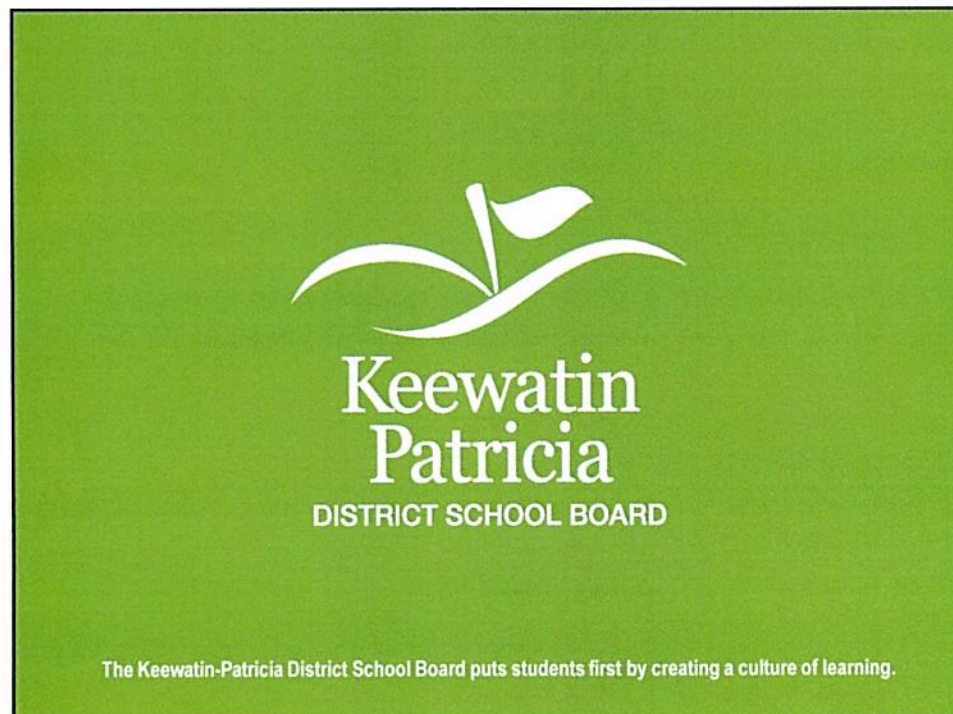



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22



23



24

8.01 B

Keewatin-Patricia District School Board

May 11, 2021

NOTICE OF MOTION

THAT the Children's Mental Health Report be received.

Children's Mental Health Report

Mentally Healthy Return to School Action Plan 2020 – 2021

Given the global pandemic and move back to bricks and mortar and continuation of our virtual school, work related to mental health across the board shifted to a focus on a mentally healthy return to school. A [Mentally Healthy Return to School Action Plan](#) was created for the 2020-2021 school year.

The action plan for 2020-2021 includes four key priorities:

Priority #1: Elementary and secondary educators, and school support staff, feel equipped to intentionally and actively support student mental health and well-being in their classrooms every day.

Priority #2: Principals and Vice-Principals feel confident in creating a safe, welcoming, and inclusive space for learning and connecting, and in inspiring a sense of confidence and belonging amongst staff, students, and families.

Priority #3: System leaders understand their role in supporting a mentally healthy return to school and show commitment through their messaging and decisions.

Priority #4: Students and parents/caregivers have access to resources that support student mental health and well-being and know to seek/provide help when mental health concerns arise.

Supporting Student and Staff Mental Health During COVID-19

Throughout the global pandemic, the model for supporting student mental health and well-being has been maintained, with a continued focus on the TIERed system. Additional measures put in place included an updated and revised *Student Counsellor Outreach During COVID-19 School Closure Protocol*; movement to providing services in virtual format and the development of a protocol for external community partners providing mental health services either face to face or virtually to KPDSB students.

Mental Health Promotion and Children's Mental Health Week 2020

Mental health promotion, throughout the school year, focused on coping skills and strategies, access to classroom presentations and sharing School Mental Health Ontario and Jack.org resources. The move to virtual learning this school year has provided more opportunities for class wide presentations at the TIER one level, as well as virtual counselling rooms where students can connect with student counselors and develop coping strategies.

In addition, our mental health team partnered with Evolution Mine in Red Lake and created the first NOW Be Well Passport. KCDSB, TNWCSD and RRDSB were invited to join KPDSB in sharing this passport to promote mental health and well-being and to show that we truly are all in this together.

Respectfully submitted by,
Candice Kerkermeier, Children's Mental Health Leader



Board: Keewatin Patricia District School Board

Mental Health Leadership Team Members: Candice Kerkermeier, KPDSB Mental Health Lead & Chantal Moore, KPDSB Superintendent of Education, Special Education, and Mental Health

Priorities for a Mentally Healthy Return to School (Do these address the identified needs? Where is there alignment with your MHA Strategy and Action Plan?)						
Priority #1	Elementary and secondary educators, and school support staff, feel equipped to intentionally and actively support student mental health and well-being in their classrooms every day, in keeping with their role					
Priority #2	Principals and vice-principals feel confident in creating a safe, welcoming, and inclusive space for learning and connecting, and in inspiring a sense of confidence and belonging amongst staff, students, and families					
Priority #3	System leaders understand their role in supporting a mentally healthy return to school, and show commitment through their messaging and decisions					
Priority #4	Students and parents/caregivers have access to resources that support student mental health and well-being, and how to seek/provide help when mental health concerns arise					
Key Activities	Audience	Timeline	Indicators of Success	AIM Tier	Resources SMHO and Board	
Provide professional learning to all staff to support student mental health	All school staff / Administrator Lead & School Based	PA Day Sept 1 st	School staff report feeling knowledgeable and confident about supporting student mental health, in keeping with their role School staff can describe key concepts (e.g., learning brain vs stress brain) and ways they can support mental health	1	SMHO PA Day materials, Leading Mentally Healthy Return to School Power Point Slides and SMHO 5 Things You Need to Know Power Point Slides Board-developed SMHO mentally healthy return to school video message	
Priority #1						





KPDSB Mentally Healthy Return to School Action Plan

	Collate and make accessible educator resources (elementary and secondary) that provide instructional activities and strategies to bolster student mental health and well-being	Educators who work directly with students	Ongoing throughout school year	Resources will be sent to KPDSB Mental Health Champions on monthly basis, resources to flow from Champions to Staff	1	Board resource package which includes SMHO resources (Everyday Mental Health Practices, SEL Posters, SEL Lesson Plans, Student MH Literacy slides); Board supports available to educators for consultations
			All Staff Email Sept 1 st following all staff PD on mental health	Resources shared to ALL staff - Info Sheet for Educators, Supporting Mentally Healthy Return to School - Frist Ten Days and Beyond	1	SMHO Resources saved to board website
			Email to ALL staff assigned to virtual learning Sept 10 th	Resources shared to ALL Staff assigned to virtual learning - Supporting Mental Health and Well-Being for Students who Return to School Remotely	1	
Priority #2	Review of School Leader Resource Package at system meeting	Principals, Vice-Principals	August 27 th	School leaders are confident in the use of the resources and in their ability to lead a mentally healthy return to school	All	Key messages for staff and parents, tips for talking with parents about mental health concerns, Five Things School





KPDSB Mentally Healthy Return to School Action Plan

	SOs, MHL and front-line MH staff provide ongoing support			School leaders have experienced support from SOs, MHL and MH staff	Leaders Need to Know, Mentally Healthy Return to School Checklist
Priority #3	Communication of key messages by the director to key stakeholder audiences	Trustees, Senior Team, principal team and school communities		Mental Health Lead created draft agenda for MH PD day	SMH-ON Key Messages, Board MHA Strategy and Action Plan, Student and parent voice data
	Continued mental health representation on KPDSB COVID Operations Committee	Mental Health Lead / SO	Sept / ongoing	Key messages about mental health are woven into overall communication about health, safety and student learning	Board level
Priority #4	Successful Recruitment of School Based Mental Health Service positions	Mental Health Lead / SO / Human Resources	Sept Postings Tentative Offers October	Mental Health Lead works alongside Communications for mental health lens on community to families/caregivers and staff Post and hire for Student Counsellor for Dryden Area Schools Post and hire for Student Counsellor for Virtual Schools	Board SMHO Noticing Mental Health Concerns for your Child SMHO Parent Info Sheet Supporting Mental Health
	Provide parents / caregivers with resources to support their child's mental health during the return to school	Parents / Caregivers	Sept 1, 2020	Resources are made available and are accessible to all parents and caregivers. Added to family guide and school-based guides for families Added to KPDSB website	





KPDSB Mentally Healthy Return to School Action Plan

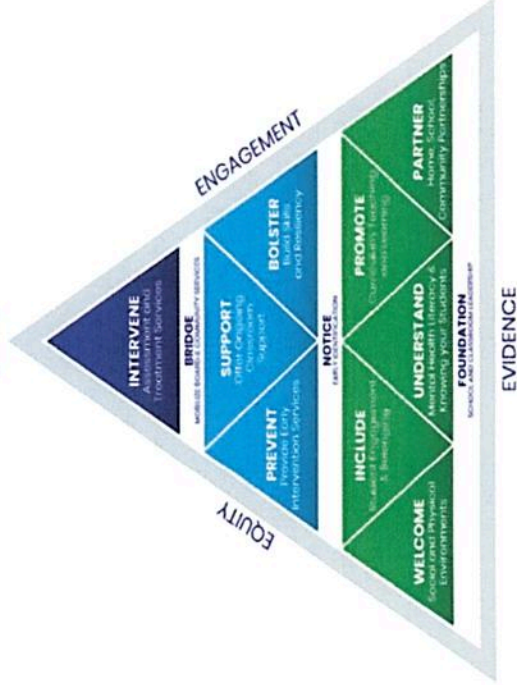
							and Well-being During Return to School
Provide students with resources for help-seeking	All students	September and ongoing through student counsellor or referral	Students have access to resources about how and from whom to seek help Resources added to board website Instagram and Facebook – sharing of resources	All	No Problem Too Big or Too Small, Self-Care 101 Caring Adult SMHO / KPDSB Instagram and Facebook accounts		
Outreach to families / caregivers to provide additional transition support two weeks prior for first day of school	Principals, System leads, parents/ families	2 weeks prior to DSB start date and ongoing	Transition plans are in place for students that may require supports; System MH Teams are working in collaboration with the Transition Planning Team to support all students	2-3	Local Medical Health Unit Protocols/Restrictions and related Board protocols; Board outreach plan; Special Education Plans		
Increasing and identifying pathways/referral process for students with emerging mental health concerns	Principals, Mental Health Champions, Student Counsellors, Students, Student Trustees, Jack Chapters	Ongoing through our school year	Increased awareness of signs and symptoms of mental health concerns within students to watch for Identifying and creating pathways to care for students with emerging mental health concerns. Easily identifiable and accessible service both in school and remotely.	2-3	SMHO ONE CALL Desk Reference PVP Referral Awareness KPDSB Mental Health Handbook		
Communication with key community MH partners on mental health services	Community MH partners, Joint Memo with KCDSB	Sept 4 th	Community MH partners are following protocols for delivery of services across schools; Students are connected to	2 / 3			





	Memo / hold on virtual services in school for month of September				appropriate pathways for Tier 3 support Re-evaluating virtual care options both internally for school board as well as service provided by community service providers		
	Community with key community MH partners for mental health services Memo / virtual services update	Community MH partners, Joint Memo with KCDSB	Tentative October		Community MH partners are following protocols for delivery of services across schools; Students are connected to appropriate pathways for Tier 3 support	2 / 3	

Aligned & Integrated Model (AIM)





**Mentally Healthy
Return to School Toolkit**
Practical Resources to Promote and Protect
Mental Health at School

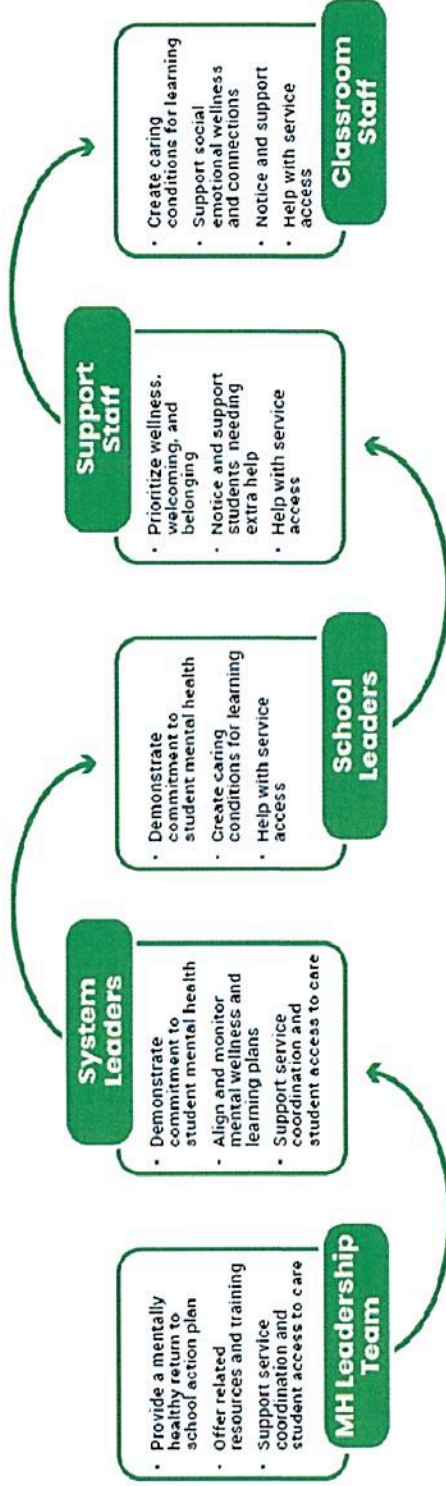
KPDSB Mentally Healthy Return to School Action Plan



**Mentally Healthy
Return to School Toolkit**
Practical Resources to Promote and Protect
Mental Health at School



Framework for a Mentally Healthy Return to School



School Mental Health Professionals

Provide screening, prevention and early intervention services, crisis response, and pathways support

Community Mental Health Professionals

Provide intensive mental health assessment and intervention services, crisis response, and pathways support



School Mental Health Ontario
Santé mentale en milieu scolaire Ontario

www.smho-smso.ca



School Mental Health Ontario
Santé mentale en milieu scolaire Ontario

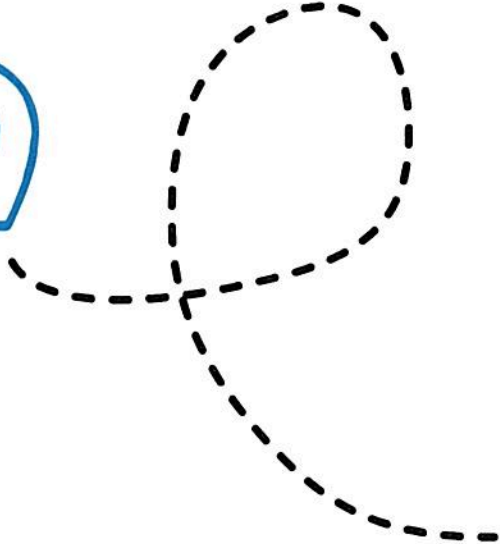
www.smho-smso.ca



MENTAL HEALTH WEEK ... MAY 3 - MAY 9, 2021

NWO

BE WELL  PASSPORT



The Northwestern Ontario School Mental Health Team in partnership with Evolution Mining has put together a compilation of activities for individuals and families to do during Mental Health Week 2021.

This resource, the **“NWO Be Well Passport”**, takes participants on a wellness adventure within their communities, reminding them to consider a “whole person” perspective from the [First Nations Mental Wellness Continuum Framework](#), which includes aspects of Spiritual, Emotional, Mental and Physical wellness. Community partners will also participate by hosting different virtual activities throughout the week, participants can [tune in each day to join them!](#)

This passport is full of activities, and each one is a “stop” on your journey to well-being!

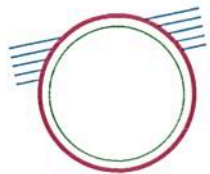
1. Save this booklet to your computer or [download the print copy.](#)
2. Take part in the activities and events throughout your passport. Digitally “stamp” (check off) each activity you complete, and use the tracking sheet on [Page 8](#) to describe what you did.
3. As you complete each passport stop, send a photo of your participation to NWOBeWell@gmail.com. Each stop will enter you into a draw to win some amazing prizes! Don't forget to include your name and which school board/community you belong to.
4. Be sure to tag [@NWOBEWELL](#) and [#NWOBEWELL](#) to share the fun on social media!





Boozhoo and welcome to Mental Health Week. We acknowledge the land we stand on as within Treaty #3, Treaty #5, or Treaty #9, the traditional land of the Anishinaabe and Metis people. This is where we live, learn, work and grow. Acknowledging the traditional territories of our ancestors demonstrates respect for the original custodians of a region and serves to strengthen our relationships to one another and to the land. We can also find strength within ourselves when we stop to remember and appreciate the space around us and the courage of those who came before us. Miigwetch.

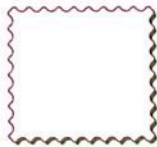
Tune in to the [Keewatin Patricia District School Board's YouTube channel](#) each day to participate in virtual wellness activities hosted by our local community partners. "Stamp" each day as you participate!



MONDAY, MAY 3

FIREFLY

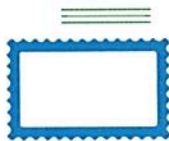
"My Heart is Full" Self-love activity



TUESDAY, MAY 4

O.P.P.

Boot camp workout



WEDNESDAY, MAY 5

Jack.org

Jack Talk



THURSDAY, MAY 6

Tikinagan Child & Family Services

Eco Art Class, a Mindfulness Nature walk, a Progressive Muscle Relaxing Techniques and a Talking Stick making



FRIDAY, MAY 7

Red Lake Indian Friendship Centre

Traditional medicine bundle teachings



Be Well Activities

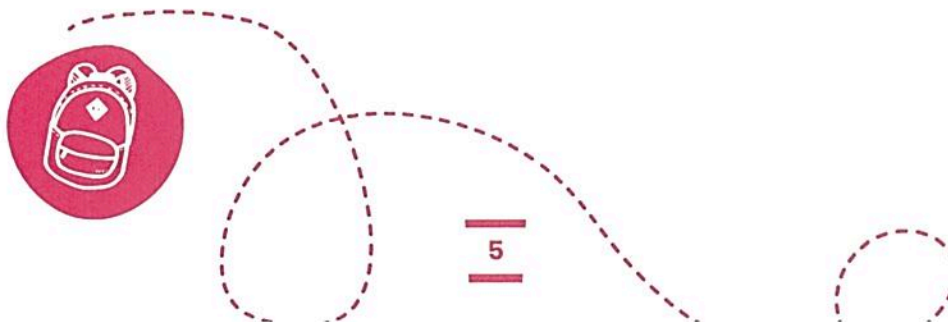


#NWOBeWell to Spirit

- Plant a tree, vegetable garden, or flower. [Click here!](#)
- Create a bee bath or a bee garden to help save the bees.
- Spend an afternoon cleaning up your neighbourhood of litter.
- Take a photo at your favourite sunset spot.
- Draw out your own personal wheel of well-being. [Click here!](#)
- Engage with your community by attending a group virtual event or hosting a Zoom party.
- Find a place in nature and spend 5 minutes doing something spiritual like yoga, praying or meditating. [Click here](#) to follow along with a visualization.

#NWOBeWell to Emotions

- Reach out to a friend you haven't connected with lately, tell them you still love and support them even from far away. Find tips on reaching out [here](#).
- Make breakfast in bed for someone you love.
- Wrap your arms around you and give yourself a hug.
- Make a list of 15 things you are grateful for. [Click here!](#)
- Practice speaking to yourself with kindness, respect, and self-compassion out loud.
- Make a paper list of bothersome things that are "beyond my control". Let go of them by tearing it up and throwing it away.
- Let your feelings out: if you're sad, watch a sad movie. If you're happy, sing and dance to a happy song.
- Learn how to "Be There" for your loved ones. [Click here!](#)



#NWOBWell to Mind

- Set a goal, make a detailed plan to accomplish it, and write it down. Remember to prioritize important tasks and participate in self-care. [Click here!](#)
- Write a letter or make a card for a family member or neighbour.
- Take a video of yourself successfully teaching your pet a new trick.
- Show a receipt from when you “paid it forward” to a stranger. [Find inspiration here!](#)
- Find a book that you think you’ll enjoy, and read it each night before bed for 30 minutes, see if it helps you fall asleep.
- Build your sense of control by tidying up your workspace, room, or living area. “A clean space is a clean mind”.
- Create a “Sunshine” Jar of positive and happy thoughts, words and phrases that make you feel motivated and uplifted. [Click here](#) for an example!

#NWOBWell to Body

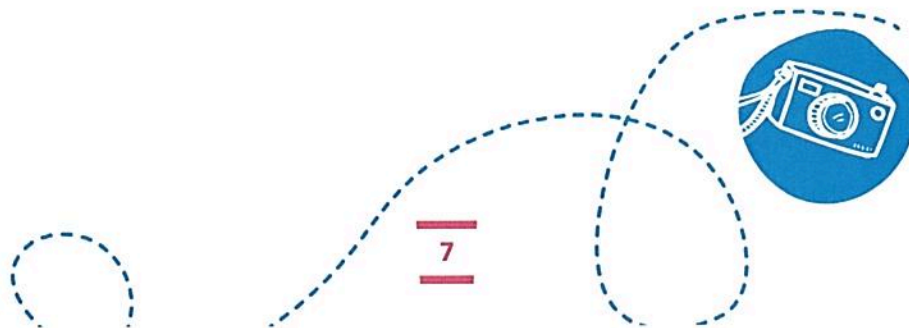
- Choose a day to only bike or walk instead of driving. Keep hydrated by also keeping track of your water intake.
- Try a breathing or muscle relaxation strategy. [Click here](#) to improve your mind-body connection.
- Do “Sun Salutations”- an easy yoga routine each day for a week, see if it makes you more flexible. Follow along with [this video](#) to try this practice.
- Learn a body-weight workout that you can do anywhere, any time, without equipment.
- Take the time to plan and prepare healthy meals for each day of the next week.
- Take a hike to a place with a beautiful view and have a healthy picnic there.
- Have a virtual steps challenge with family members, colleagues or friends.



Northwestern Ontario Ways to Be Well



- Draw, paint, or take a photo of an outdoor landscape "happy place".
- Go fishing or sucker fishing.
- Distract yourself and count how many boats you can spot on the lake.
- Google a list of local birds and go bird watching.
- Go for a hike and try to find moose poop.
- Download a satellite tracker and try to find the Northern Lights or star gaze.
- Pack a picnic and go to your favourite outdoor spot.
- Watch an online video on how to stay bear safe. [Click here!](#)
- Go for a walk to your favourite beach spot.
- Watch the float planes take off and land on the lake.
- Make a bird feeder.
- Order takeout from your favourite local restaurant and treat yourself.
- Go for a swim in the lake.
- Play at a local park.
- Go frog hunting at night with a flashlight.
- Go geocaching.
- Have a fish fry.
- Read a book or magazine outside.
- Create and go on a photo scavenger hunt around town.
- Do some colouring! [Print this template](#), colour it, and put in your front window. Show others that you are participating in the "NWO BE Well activities".





We practiced **#NWOBeWell to Spirit** by:



We practiced **#NWOBeWell to Emotions** by:



We practiced **#NWOBeWell to Mind** by:



We practiced **#NWOBeWell to Body** by:



We practiced **NWO Ways to Be Well** by:

Outreach Numbers

**Disclaimer: In the event you are experiencing a mental health crisis or crisis situation please access emergency services by dialling 911 or going to your local emergency room.*

EMERGENCY SERVICES **911**

OPP Non-Emergency Line **1 888 310-1133**

Mobile Crisis 24/7 **1-866-888-8988**

KidsHelpPhone 24/7 **1-800-668-6868**
kidshelpphone.ca

FIREFLY **1-833-696-5437**
(SERVICES RUN MONDAY TO FRIDAY 8:30AM-4:30PM) intake@fireflynw.ca

FIREFLY's #TalkThursday **1-833-696-5437**
THURSDAYS 9AM – 4PM

NAN HOPE 24/7 **CALL 1-844-NAN-HOPE (626-4673)**

Canadian Mental Health Association **1-807-468-1838**
(16 YEARS AND OLDER. SERVICES RUN MONDAY TO FRIDAY 8:30AM-4:30PM)

Tikinagan Child & Family Services **1-800-465-3624**

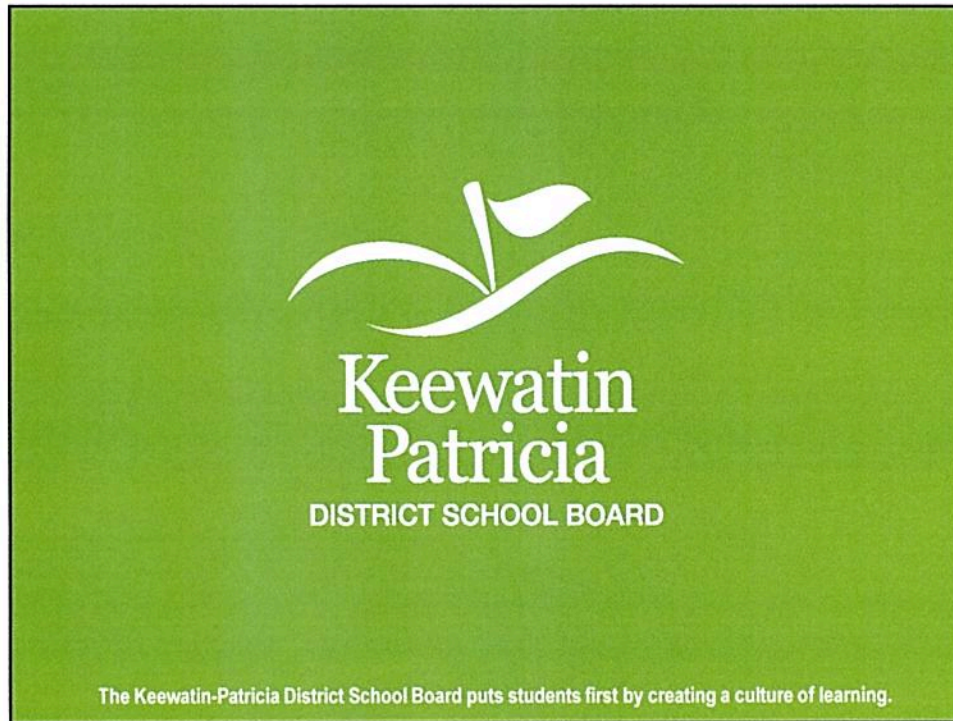
**Kenora-Rainy River Districts
Child & Family Services** **1-800-465-1100**

School Mental Health Ontario smho-smsso.ca

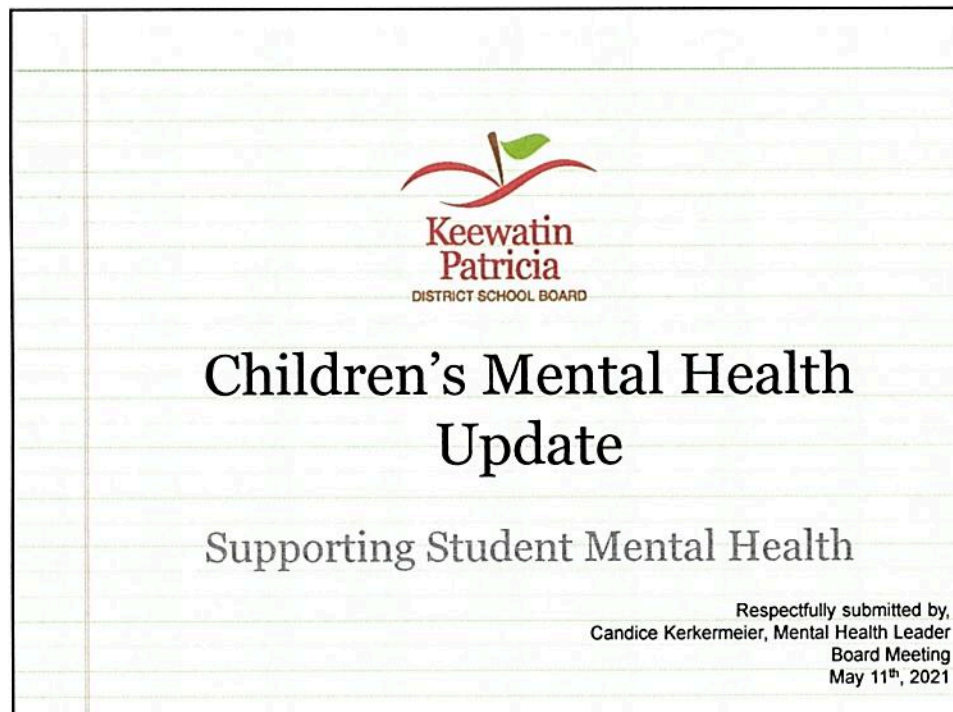
Jack.org jack.org

Cybertip.ca cybertip.ca






1



2




Mental Health Update

- Executive Summary Attached
- Mentally Healthy Return to School Action Plan
- Data
- Challenges
- Mental Health Promotion

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3



Priority #1


Elementary and Secondary Educators and Support Staff feel equipped to intentionally and actively support student mental health and well-being in their classrooms every day, in keeping with their role

- September 1st Professional Development Day Mental Health Focus
- Mental Health Training Session to ALL Mental Health Champions, SERTS and one Administrator from each school (85 in Attendance)
- Mental Health Training Session to ALL Educational Assistants (40 in Attendance)
- Mental Health Print Materials for Schools
- Mental Health Champion Model / NAN Mental Health Champion Model
- [SMHO Virtual Field Trips](#)
- [First Ten Days and Beyond](#)
- [One Call Reference Guide](#)
- [Supporting Mental Health During a Pandemic](#)
- [Tip Sheet for Staff to Support Mental Health of All Students](#)

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4



Priority #2


Principals and Vice Principals feel confident in creating a safe, welcoming and inclusive space for learning and connecting and in inspiring a sense of confidence and belonging amongst staff, students and families

- Ready made SMHO material for professional development
- SMHO Mental Health Leadership Tools and Resources
- Five Things School Leaders Need to Know
- Considerations for School Leaders
- Mental Health Scripting and Memos for Parents and Caregivers When Confirmed COVID-19 Cases Occur

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5



Priority #3


System leaders understand their role in supporting a mentally healthy return to school and show commitment through their messaging and decisions

- Commitment to supporting the mental health and well-being for all of our students
- COVID Operations Committee – clear, transparent communication regarding COVID and guidelines
- Updates and Revisions to Student Counsellor Outreach Protocol During COVID-19
- Protocol development for all External Community Partners Providing Mental Health services to KP Students
- Support continuation of the NAN Mental Health Champion Model
- Development of KPDSB Mental Health Handbook

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6



Priority #4


Students and parents/caregivers have access to resources that support student mental health and wellbeing and how to seek/provide help with mental health concerns arise

- Recruitment and Retention Strategies
- New Virtual Counsellor
- Student Trustees
- Mental Health Tabs on Students Chrome Books
- [No Problem Too Big or Too Small / Self-Care & Reaching Out Resources](#)
- Noticing Mental Health Concerns for Your Child
- Jack Chapters
- Parent/Caregiver Communication for Confirmed Cases – mental health focus
- KPDSB Instagram and Facebook Accounts
- KPDSB Website [Parent/Caregiver Mental Health Resources](#)

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7



Data

- Beaver Brae – MHAN & Community Partners
- Dryden High – FIREFLY In School Counsellor / MHAN & Community Partners
- Ignace – FIREFLY In School Counsellor
- Red Lake District High – MHAN & Community Partners
- Sioux North High – FIREFLY In School Counsellor / MHAN / NODIN Counsellors x2
- *New Virtual FIREFLY Counsellor
- Student Counsellors – 1 Kenora / 2 Red Lake / 1 Dryden / 1 Sioux Lookout / 1 Upsala

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Virtual Supports

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10

 Keewatin Patricia
DISTRICT SCHOOL BOARD

Challenges

- Supporting At Risk Students Virtually
- Suicidal Ideation / Disclosures of Abuse, Neglect, Substance Use
- Hard to Engage Students Virtually / Students who disengage
- Internet Issues
- Confidential, Safe Spaces

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 Keewatin Patricia
DISTRICT SCHOOL BOARD

Mental Health Week 2021



MENTAL HEALTH WEEK
NWO
BE WELL PASSPORT
Download your copy at NWOBeWell.ca

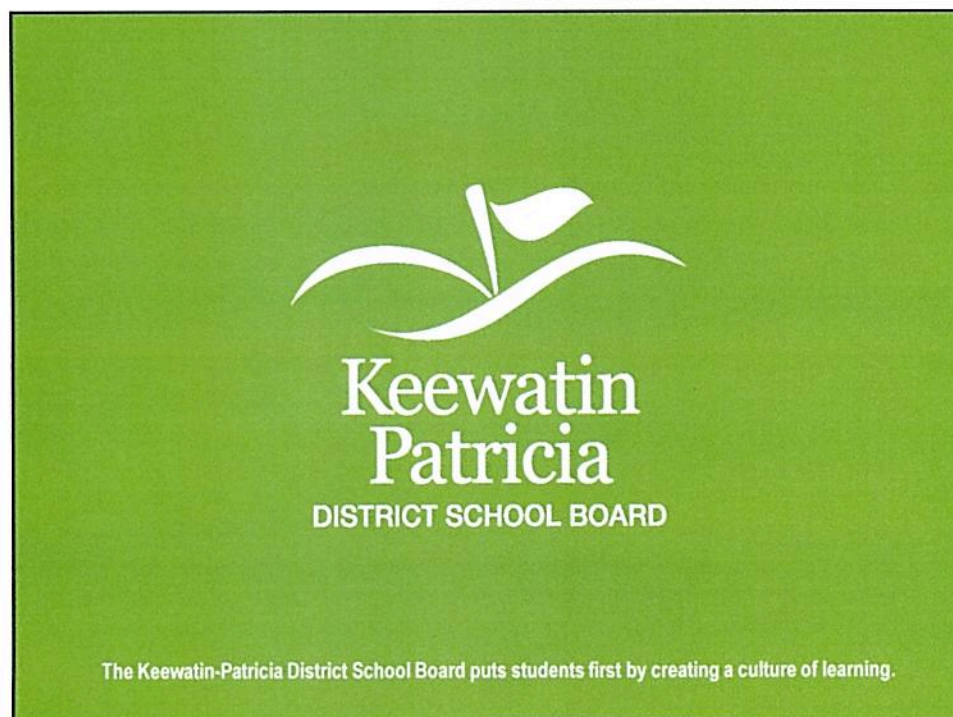
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12



13



14

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

8.01 C

May 11, 2021

NOTICE OF MOTION

THAT the Student Trustee's Reports be received.

**Student Trustee Report
April Updates**

1. Introduction

The month of April we were able to continue our work and meet with our student representatives and how our work is progressing. We hope to continue to gain feedback to ensure our work is best for our students.

2. Situation

2.1 On April 7th, I was able to meet with Candice Kerkermeier. We were able to discuss some ideas for mental health week and some other ideas to get involved. One idea we were really excited about was having a shared drive for student trustees and student representatives. With this we hope to have a collection of ideas and future trustees can see and hopefully get some inspiration for their ideas. We also discussed the mental health week passport which was in the first week of May. Especially with the current lockdown situation we hope this can really help connect students and staff.

2.2 On April 27, I attended the Special Board Meeting.

3. Conclusion

In the final months of the year we hope to continue our work and provide support for students, especially with the current online learning situation with the pandemic. We hope we can help everyone with their mental health during this increasingly stressful time.

Respectfully submitted by:
Ethan Belrose, Student Trustee, Beaver Brae Secondary School

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

8.01 D

May 11, 2021

NOTICE OF MOTION

THAT the updates on the KPDSB Childcare Centers be received.

- Evergreen Public School
- Keewatin Public School

8.01 E

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

May 11, 2021

NOTICE OF MOTION

THAT the Indigenous Education Report for year 2020-2021 be received.

**Indigenous Education Report
2020-2021**

The Keewatin Patricia DSB serves over 2000 students, who self-identify as either First Nations, Métis or Inuit, in our school communities or who travel from one of over 60 northwestern Ontario First Nation communities to attend school in one of our communities. The KPDSB Board Strategic Plan identifies system priorities to support students:

- to ensure necessary resources are provided to all students to increase their individual achievement;
- to have safe and supported learning environments;
- to have increased access to learning and opportunities that supports all pathways; and
- to ensure all students and staff are actively engaged in responding to the Truth and Reconciliation Commission of Canada's Calls to Action.

The KPDSB Board Action Plan (BAP) for Indigenous Education identifies yearly and on-going priorities to help support FNMI students, board staff and the entire system in meeting specific goals that connect to the Board priorities. This year's BAP for Indigenous Education includes (but is not limited to) the following priorities:

- Language Acquisition and Preservation
- Culturally Responsive and Relevant Pedagogy
- Student and staff cultural competency
- Elder and knowledge keeper visits
- Land-based learning
- Elementary and Secondary staff supports (i.e. Four Directions program, FNMI Family Case workers, Aboriginal Youth Apprenticeship program)
- Virtual Indigenous Presenters and Role Models (Connected North)
- Transition Planning
- Staff Training for Indigenous Worldviews
- Increased Indigenous student voice opportunities

Respectfully submitted by:
Shannon Bailey, Superintendent of Education
Len Gardner, Indigenous Education Lead

8.01 F

Keewatin-Patricia District School Board

May 11, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 331, Instructional Practices, be received.

THAT Policy 331, Instructional Practices, be approved as amended with the next review date in year 2025.



Policy Statement

It is the policy of the Keewatin-Patricia District School Board to ensure student learning through purposeful planning, **effective instructional practices**, meaningful assessment, teaching strategies and learning environments responsive to the cognitive, social, emotional and cultural needs of the learner.

Rationale

~~To address the shifting demographics of our learning communities in an increasingly complex world, it is our moral obligation to meet the diverse needs of all of our learners.~~

In meeting the diverse needs of all of our learners, ~~we are guided by~~ **our professional practice requires teachers to respond to** the strengths and needs of our students, the curriculum, as well as:

1. The essential principles of fairness, equity and inclusive education established in KPDSB Policy 503 "Equity and Inclusive Education" will be integral to all instructional practices in schools. Through the development and implementation of inclusive curriculum and assessment practices, staff will recognize and support students with diverse backgrounds and differing abilities.
2. The shared beliefs, as outlined below from Learning for All K – 12, 2013, will guide the instructional practices in classrooms:
 - All students can succeed;
 - Each student has his or her own unique patterns of learning;
 - Successful instructional practices are founded on evidence-based research, tempered by experience;
 - Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students;
 - Classroom teachers are the key educators for a student’s literacy and numeracy development;
 - Classroom teachers need the support of the larger community to create a learning environment that supports all students; and
 - Fairness is not sameness.

Cross References:
 MOE: Growing Success Document
 MOE: Learning for All Document
PISA: The OECD PISA Global Competence Framework
Policies:
 303, School Improvement Planning
 333, Environmental Education
 503, Equity and Inclusive Education
Procedures:
 903-A Assessment, Evaluation and Reporting Guidelines
 903-B Assessment, Evaluation and Reporting of Student Achievement

Date Adopted: June 9, 2008
 Last Revised: June 8/09; March 6/12;
 June 14/16;

Review by: 2020 (2025)

3. The instructional program will be designed to respect the Seven Fundamental Principles of assessment, evaluation and reporting as noted in KPDSB Procedure 903-A from Growing Success: Assessment, Evaluation and Reporting in Ontario Schools: Grades 1-12, 2010.

Definitions

1. Effective instructional practices – teaching strategies that are purposefully chosen to maximize learning as identified in research.
- ~~2. Infrastructure – underlying foundation within an organization or system.~~
2. Personalization – the tailoring of instruction to meet individual and group learning needs.
- ~~3. Equitable and inclusive curriculum and assessment – curriculum and assessment that offers a balance of perspectives; where students see themselves reflected in their learning and provides students with the knowledge, skills, attitudes and behaviours needed to live in a diverse, complex world.~~
3. **Global competencies – skills which help students to be equipped to examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being (oecd.org).**
4. Universal Design for Learning – is teaching that is tailored to draw on the strengths and meet the needs of all students.
5. Differentiated Instruction – to recognize students' varying levels of background knowledge, readiness to learn, language ability, learning preferences, and interests, and to react responsively.

Guidelines

1. Instructional practice will be grounded in evidence-based research and aligned with Ministry Guidelines and Policies, Board Strategic **Continuous** Improvement Plans and School Improvement Plans.
2. Instructional supports established through Board **KPDSB** programs, personnel and infrastructures will help educators identify areas of strength, areas requiring improvement, and next steps in order to inform or sustain instructional practices.
- ~~3. The on-going and consistent use of data at all levels will be part of the cyclical process of reflection and planning to inform effective instructional practice.~~
- ~~4. The instructional setting will be established and modified to create a safe, structured and inclusive environment that encourages risk-taking, supports effective instruction, employs equitable and inclusive curriculum and assessment practices and respects the dignity of all.~~

- ~~5. Instructional practices will reflect high expectations for student progress and achievement for all students.~~
3. Student engagement and growth will be fostered by staff educators who:
- ***use a variety of valid and reliable assessment data, by both students and teachers, to continuously monitor learning, to inform instruction and assessment and to determine next steps.***
 - ***use appropriate learning goals and success criteria to monitor progress, and make adjustments to instruction as necessary;***
 - ~~• focus on student learning and assess progress;~~
 - ~~• promote the use of a variety of valid and reliable assessment data, by both students and teachers, to continuously monitor learning, to inform instruction and assessment and to determine next steps;~~
 - create opportunities for students to be provided with and use ongoing, give precise, timely and ***descriptive*** (descriptive) feedback from the teacher and peers during learning to guide steps for improvement;
 - provide varied and multiple opportunities for practice and demonstration of learning;
 - empower and support students to take greater risks, make informed choices and be active participants in their own learning by teaching students to regularly use self-assessment skills to monitor their progress, and to set their own learning goals;
 - ~~• share a common understanding of the learning goals and related success criteria of students, monitor progress, reflect on the learning experience and make adjustments as necessary;~~
 - ~~• create an environment that supports the strengths and needs of all learners; and~~
 - ~~• use a variety of appropriate technologies to support the learning experience.~~
4. ***Emphasis and integration of global competencies into teaching and assessment practices as these knowledge, skills, and attitudes are essential for today's changing, complex, and technologically prominent world. This includes purposeful planning of culturally responsive and relevant pedagogy in classrooms K – 12.***
5. The instructional setting will be established and modified to create a safe, structured and inclusive environment that encourages risk taking, supports effective instruction, employs equitable and inclusive curriculum and assessment practices and respects the dignity of all.
- ~~6. Effective instruction will ensure alignment of the curriculum with explicit instructional and assessment practices that are differentiated in order to meet the specific needs, strengths and prior learning of the students.~~

- ~~7. Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.~~
- ~~8. Effective instruction will ensure that learning is deepened through authentic, relevant and meaningful student inquiry and will follow a progression for learning through modeled, shared, guided and independent learning opportunities in order to provide an appropriate level of support as may be required by the student.~~
- ~~9. Multiple and varied opportunities for oral language will be embedded across the curriculum.~~
6. Continuous reflection **on instructional practices and the affect on student growth** and instructional adjustments will be embedded in the cyclical process of assessment, planning and instruction.
7. Timely and tiered interventions, supported by a team approach, in order to respond to individual student learning needs and well-being. ~~is part of effective instructional practice.~~

8.05 A

Keewatin-Patricia District School Board

May 11, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 608, School Fundraising, be received.

THAT Policy 608, School Fundraising, be approved as amended with the next review date in year 2025.

Policy

It is the policy of the Keewatin-Patricia District School Board (**KPDSB**) to permit and encourage schools to enter into fundraising activities for any worthwhile purpose, subject to the guidelines set forth under this policy **and in accordance with laws and regulations**. All fundraising must have a designated purpose and the proceeds of fundraising must be used for the designated purpose.

Rationale

The **KPDSB** recognizes that fundraising by schools will enable them to purchase goods and services and provide programs that would not be possible within the provincial funding model. As well, the Board **KPDSB** believes it is appropriate and beneficial for schools to participate in fundraising for charitable and community causes, and that there should be resulting **growth and learning experienced by students when they are actively involved in fundraising for community and school projects**. ~~positive experiences for all those involved.~~

Definitions

School Generated Funds

School generated funds are funds that are raised and collected in the school or broader community in the name of the school by school councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the KPDSB's operating and capital budgets.

Fundraising

An activity, permitted under KPDSB policy, carried out by the school, or a parent organization associated with a school, to raise money or other resources that is approved by the school principal. Such activities may take place on or off school property.

Cross References:
Income Tax Act
Policies:
603, Donations
607, Procurement
501, School Councils and Parent Involvement Committee
Procedures:
608, School Fundraising
401, School-Student Activities Outside the Classroom

Date Approved: January 19, 1999
Date Reviewed: Nov 12/02; May 9/06; Jan 12/10;
June 12/12; Apr 12/16;

Review by: 2020 (2025)

A. School Fundraising

Fundraising organized by the students and staff that may impact, in part, on the instructional day. Parents may volunteer to assist.

B. Parent Organization Fundraising

Fundraising carried out by a parent organization and having minimal or no impact on the instructional day.

School Community

School community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

Charity

An organization or institution engaged in non-profit assistance as defined by the Income Tax Act.

Community Project

An activity that will promote the educational, philanthropic, or other work for the betterment of the local, regional, national, and world communities.

Door-to-Door Canvassing

An activity that involves students soliciting donations or sales on a house-to-house basis. Soliciting support from a friend or relative for a particular school or class project is not considered door-to-door canvassing.

Guidelines

- 1. All fundraising activities have a designated purpose and the proceeds derived will be used for the intended purpose.**
- 2. Organizations (e.g. School Councils) which are related to the operation of the KPDSB and its schools may engage in fundraising activities provided that the activities have been approved by the principal and that the activities abide by other appropriate policies of the KPDSB. All fundraising activities will respect:**
 - 2.1 the voluntary nature of fundraising activities;**
 - 2.2 that personal information of staff, students or other individuals is not to be shared without prior consent;**

- 2.3 *the impact on student and staff time, and school programs;*
- 2.4 *that activities will be age-appropriate;*
- 2.5 *that supervision of students and safety precautions are of primary consideration;*
- 2.6 *school community recommendations regarding the planning and implementation of fundraising activities;*
- 2.7 *Municipal, Provincial and Federal legislation, and Ministry of Education guidelines and policies;*
- 2.8 *accounting policies and procedures for fundraising as set out in the procedure guideline for this policy;*
- 2.9 *that no person, including KPDSB staff or volunteers, will benefit materially or financially from the activity;*
- 2.10 *that any capital projects supported should be complementary to publicly funded education, not result in an increase in the student capacity of a school, nor result in a significant increase in school or KPDSB operating or capital costs;*
- 2.11 *that soliciting funds by political or commercial agencies is not permitted on the properties of KPDSB;*
- 2.12 *that when an event, trip or purchase is cancelled, the proceeds from fundraising cannot be specifically targeted to a student, but shall be used to benefit the school/department for which the activity was planned;*
- 2.13 *that acceptable uses of fundraising proceeds may include (but are not limited to):*
 - *day field trips;*
 - *extended field trips;*
 - *school yard improvement projects;*
 - *upgrades to sporting facilities;*
 - *special co-curricular projects (i.e. graduation, etc.);*
 - *charities;*
 - *community projects;*
 - *special school/class projects;*
 - *extracurricular activities and events (i.e. travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs);*

- *cost of travel to co-curricular competition;*
 - *student assistance fund;*
 - *supplies, equipment or services which complement items funded by provincial grants;*
 - *guest speakers or presentations;*
 - *ceremonies, awards, plaques, trophies or prizes for students;*
 - *scholarships or bursaries; and*
 - *other activities as approved by the superintendent.*
- 2.14** *that unacceptable uses of fundraising proceeds may include (but are not limited to):*
- *items funded through provincial grants such as classroom learning materials and textbooks;*
 - *facility renewal, maintenance, or upgrades funded through provincial grants;*
 - *infrastructure improvements which increase the student capacity of a school or are funded by provincial grants;*
 - *goods or services for employees, where such purchases would contravene the Education Act;*
 - *professional development including support for staff attendance at professional development activities;*
 - *administrative expenses not associated with fundraising activity; Any administrative expenses associated with fundraising activity should be minimized; and*
 - *support for partisan political activity, groups or candidates.*
- 2.15** *that all equipment purchased from funds derived from fundraising shall become the property of KPDSB and shall be included in the equipment inventory list of the school. Such equipment will meet system standards.*
- 2.16** *that in the event of a school closure, school consolidation, or that the equipment purchased through fundraising becomes obsolete, the disposition of these goods will be in consultation with the school council.*
- 2.17** *that donors are made aware that cash donations of \$25.00 or more to a school or program of KPDSB are eligible for a charitable receipt;*
- 2.18** *that any fundraising in support of a local charity be approved by the superintendent;*
- 2.19** *that any products used for school fundraising be of good quality and be provided by reputable companies as defined by Procurement Policy 607; and*



Policy Section: **Business and Administrative Matters**

Policy Name: **School Fundraising**

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DRAFT
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2.20 *that all resources raised through fundraising activities be used within a two-year period unless approval is granted by the superintendent.*

Guidelines

~~The Director of Education is authorized to issue procedures that at a minimum shall address:~~

- ~~1. Safety and Communication~~
- ~~2. Fund Raising for Charitable and Community Cause~~
- ~~3. Fund Raising for School Purposes~~

PROCEDURE

School Fundraising

Created: March 25, 2021
For: May 11, 2021 Board Meeting

Respectfully submitted by
Richard Findlay,
Superintendent of Business

Cross References		
<p>Policies: 501, School Councils 603, Donations 607, Procurement 608, School Fundraising 806, Joint School Capital Projects 401, School – Student Activities Outside the Classroom</p> <p>Procedure: 401, School – Student Activities Outside the Classroom</p>	<p>Ministry of Education Fundraising Guideline, 2012 OASBO Guidelines for School Generated Funds Education Act Income Tax Act Gaming Control Act PPM 150, School Food and Beverage Policy Regulation 612/00 : Section 24 Canada Revenue Agency</p>	

SECTION 1: SCHOOL FUNDRAISING

INTENDED PURPOSE:

This Procedure is made pursuant to the Keewatin-Patricia District School Board's (KPDSB) School Fundraising Policy. This Procedure provides direction to the school administrators, staff, and volunteers responsible for planning and implementing fundraising activities at a school.

DEFINITIONS:

Fundraising

Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

School Community

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

School-Generated Funds

School-generated funds are funds that are raised and collected in the school or broader community in the name of the school-by-school councils or other school, or parent administered groups. These funds are administered by the school principal and are raised or collected from sources other than the school board's operating and capital budgets.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties (e.g. tour operators, and hot lunch programs).

PROCEDURES

Approval of Fundraising Activities

Fundraising initiatives must be in alignment with the KPDSB's values as a learning organization.

All fundraising activities require the approval of the school Principal.

All proposals for school fundraising activities must be submitted to the Principal for approval prior to October 25.

The Principal shall take into account the following considerations in evaluating proposed fundraising activities:

- *What is the intended use of the funds?;*
- *Is the activity and its purpose consistent with the purposes and principles of public education, including diversity, accessibility, and inclusivity?;*
- *Does it align with the Board's Mission, Vision and Values and the Multi-Year Plan?;*
- *Does the activity reflect the financial and educational priorities of the school community?;*
- *Does it support Student Achievement and Well-Being?;*
- *Is there a communication plan?;*
- *What resources will be required, and will the cost be reasonable and proportional?;*
- *Will there be appropriate measures and supervision to ensure student safety?;*
- *Is it age appropriate for the students who will be involved?;*
- *Will there be sufficient volunteers for successful implementation?;*
- *Can it be undertaken with minimal disruption to classroom learning time for staff and students, and administrative time for school Principals and support staff?;*
- *Are administrative expenses associated with the fundraising activity minimized?;*
- *Will consideration be given to ensure no staff members or volunteers will benefit materially or financially from the activity?;*
- *Can it be offered in a manner that encourages but does not obligate parent and student participation?*

The Principal shall not approve any fundraising activity which involves elementary and/or secondary students broadly canvassing door-to-door. Door-to-door canvassing should be restricted to the area served by the school and friends/relatives of the student. When students are asked to engage with the public, it should be done so with age-appropriate supervision and in keeping with instruction provided by the school/board. The risks of door-to-door canvassing should be communicated through a notice that is sent home to parents stating the risks of door-to-door canvassing.

Annual School Fundraising Plan

School Principals must develop an Annual School Fundraising Plan, which shall include a list of all approved fundraising activities for the school year. Principals shall determine an appropriate number of fundraising activities per year, as well as suitable scheduling for each of the approved activities.

The Annual Fundraising Plan shall identify whether any of the fundraising activities are designated as a special event day, for which the nutrition standards outlined in PPM 150 need not apply.

The Principal shall consider the input of School Council, staff, and students in developing the Annual School Fundraising Plan, and will inform parents/guardians of the Plan once approved through the school website and the school newsletter. Consideration must also be given to fundraising efforts from prior years and any surpluses carried over as part of the Annual Surplus Plan.

The Principal shall submit the Annual School Fundraising Plan for the approval of the appropriate Superintendent of Education no later than October 31. The Superintendent shall approve the Annual School Fundraising Plan provided that it is consistent with KPDSB's School Fundraising Policy and this Procedure.

Fundraising activities may take place prior to October 31, with the approval of the Principal, taking into account the above-noted considerations.

A Principal shall only allow further fundraising activities not identified in the Annual Fundraising Plan with the approval of the appropriate Superintendent of Education.

Examples of Acceptable Uses of Fundraising Proceeds:

- **Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it);**
- **Supplies, equipment, or services which complement items funded by provincial grants (for example, extracurricular band equipment, musical instruments, audio-visual equipment);**
- **Field trips or other excursions (for example, in-province, out-of-province, or trips abroad);**
- **Guest speakers or presentations;**
- **Ceremonies, awards, plaques, trophies, or prizes for students;**
- **Scholarships or bursaries;**
- **Extracurricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs);**
- **School yard improvement projects (for example, playground equipment, shade structures, gardens) provided the plan has been approved by the KPDSB Facilities Department;**
- **Upgrades to sporting facilities that provide enhancement beyond the board standard and/or expected replacement timelines such as running tracks, installation of artificial turf, scoreboards, and fixed auditorium seating;**
- **Support for activities that are unique to the cultural character of the school (for example, student retreats).**

Examples of Unacceptable Uses of Fundraising Proceeds:

- **Items funded through provincial grants such as classroom learning materials and textbooks;**
- **Capital project improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs);**
- **Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear;**
- **Goods or services for employees;**
- **Professional development for staff;**
- **Administrative expenses not associated with fundraising activity;**
- **Support for partisan political activity, groups, or candidates;**

The examples provided are not comprehensive lists. If there is uncertainty as to whether a particular fundraising activity is acceptable, the Principal should consult their Superintendent of Education for direction.

Facility Enhancement Projects

Principals considering a proposal for a fundraising activity to support facility enhancements should consult KPDSB's Policy 806, Joint School Capital Projects.

School Councils

Regulation 612/00 made under the Education Act provides that School Councils may engage in fundraising activities, subject to the Board's Policies and Procedures. School Councils are required by Section 24 of Regulation. 612/00 to annually submit a written report on its activities, including fundraising activities, to the Principal of the school and to the board that established the council.

Lotteries

KPDSB approves of lotteries having cash or merchandise or service prizes. A lottery is defined as any event where money is paid for a chance to win a prize. Principals will ensure proper licensing through the municipal authority or the Alcohol & Gaming Commission of Ontario.

Use of Funds

The Principal is responsible for ensuring that each fundraising activity includes clear communication regarding the intended purpose of the funds, and that any funds raised are used for the stated purpose.

In planning fundraising events, consideration should be given to what will happen with the funds raised if there is a shortfall/excess of funds raised compared to plans.

Administration of Funds

The Principal is responsible for ensuring that all funds collected from fundraising activities are administered, recorded, and expended in accordance with this Procedure.

Financial Reporting

Public Sector Accounting Board standards require that school boards include funds generated at the school level with the annual financial statements of the board.

All funds collected through school or school council fundraising are subject to the board's audit, review, and accountability requirements.

Receipts for Donations

KPDSB is a registered charity, and as such may issue receipts for donations to the Board or a school of the Board, in accordance with the Income Tax Act and Canada Revenue Agency guidelines. Neither a school nor a school council may issue receipts.

KPDSB's policy with respect to issuing receipts is outlined in Policy 603 "Donations". All requests for donation receipts must be approved by the Finance Manager.

Annual School Fundraising Report

The Principal shall prepare an Annual School Fundraising report to be posted to the school website no later than June 30, summarizing the fundraising activities undertaken, the funds raised, and the manner in which the funds were spent.

SECTION 2: SCHOOL GENERATED FUNDS

INTENDED PURPOSE:

KPDSB recognizes that schools and school councils raise funds to supplement student programs and for specific student activities that align with the KPDSB's Mission, Vision, and Multi-Year Plan.

This Procedure applies to all funds that are received, raised, or collected in the name of the school or school activity. Generally this will mean all funds available to the school, other than funds provided by the approved budget of the Board.

APPLICABILITY:

The term School Generated Funds (including funds raised by the School and/or School Council) refers to funds raised to benefit students by enhancing the means by which educational goals are achieved. Funds are generated in schools from a number of different sources and used in a number of different ways. The funds are under the direction and control of the school Principal.

Funds generated at the school level shall be expended, where possible, within the school year. Surpluses exceeding this limit must be explained with a documented surplus plan that is approved by the appropriate Superintendent of Education. This plan must be submitted as part of year-end reporting and cannot extend beyond a three-year period. If there is a demonstrated need or extenuating circumstances for an extension of time, Superintendent of Education approval is required.

School generated funds may be utilized to offset costs for students who cannot afford to fully participate in school activities.

GENERAL CLASSIFICATIONS OF SCHOOL GENERATED FUNDS:

Schools are required to report to the Ministry of Education on school generated funds received and disbursed based on the following categories:

Field Trips and Excursions:

- *Funds raised/received and the costs to support in-province or out-of-country excursions or any field trips.*

External Charities:

- *Funds raised/received in support of an external charity where the school provides the administrative process for collecting the funds. This charity should be registered with the Canada Revenue Agency.*

Student Activities and Resources:

- *Funds raised/received, and costs related to student activities to supplement materials, activities, equipment, or services not funded through the allocated budget of the school board. Purchases are not to be for items that are considered core curriculum.*

Capital Projects:

- *Funds to be used for school yard and sports facilities improvements that are complementary to publicly funded education. These projects cannot result in an increase in the student capacity of a school and cannot result in a significant*

increase in school or board operating or capital costs and future maintenance and repairs. School generated funds may not be utilized for facility renewal, maintenance or upgrades that are to be fully funded through grants the Board receives for renewal from the Ministry of Education.

Other:

Other types of fundraising may include:

- *Funds raised through local school initiatives (e.g., items sold through the school where the profits are retained at the school);*
- *Funds raised through School Council/Student Council - funds raised with direct involvement of the School Council or parent community or with Student Council. Decisions regarding expenditures and disbursements when funds are raised should be made jointly;*
- *Funds donated to schools - donations made to a particular school for either a specific purpose or for general use.*
- *Harmonized Sales Tax (HST) rebates received.*

ROLES AND RESPONSIBILITIES:

KPDSB has a responsibility to ensure that all school generated funds are collected in accordance with board policies and procedures, municipal, provincial, and federal laws, and regulations. This responsibility includes ensuring that all funds are adequately protected, that they are controlled through proper accounting procedures and that accountability and transparency for the funds is maintained. In fulfilling these obligations, KPDSB meets the public's expectations and validates the public's trust regarding the stewardship of these funds.

Superintendent of Business or Designate will:

- ***Establish guidelines for School Generated Funds;***
- ***Provide training to staff on the appropriate application of the guidelines;***
- ***Complete and/or follow up on audit reports as determined by board best practice;***
- ***Ensure accurate and timely completion of Ministry reporting;***
- ***Ensure all schools have suitable accounting systems and/or technology available for the administering the school generated funds.***

Superintendents of Education will:

- ***Reinforce to school Principals the need to adhere to board policies/procedures and guidelines;***
- ***Ensure that schools are complying with the reporting requirements of the Guidelines for School Generated Funds (particularly Section 4 and 5);***
- ***Review, approve and monitor implementation of the school annual fundraising plan and the school generated funds surplus plan;***

- **Report to the Superintendent of Business or designate:**
 - **If funds are lost or stolen;**
 - **Any misuse of funds;**
 - **Failure to follow any policy, procedure, or guidelines;**
- *Take appropriate action and notify the Superintendent of Business and Human Resources of any staff member's deliberate deviation to established processes which would necessitate disciplinary action.*

Principal will:

- **Ensure that the Guidelines for School Generated Funds are implemented in compliance with board policies/procedures. For example: nutrition, excursions, student fees, and purchasing policies/procedures;**
- **Act as one of the approved signing officers on the school bank account(s);**
- **Appoint the designated individual responsible for receipts, disbursements, banking, and record keeping;**
- **Ensure that processes are in place to adequately control the funds within the school including security over cash and records;**
- **Ensure that no staff members or members of the community are collecting and managing funds in their own personal bank account or any other account not approved by the board;**
- **Communicate responsibilities to staff members;**
- **Ensure that there is a primary contact for each club or class involved with financial transactions;**
- **Review, sign, and date the monthly bank reconciliation;**
- **Review records periodically. Question and determine how to address any shortages or overages associated with the various activities;**
- **Review, sign, and date the annual Financial Reports;**
- **Distribute and/or make available the annual financial reports as outlined in the guideline section on Financial Reporting;**
- **Notify the Superintendent of Education and the Superintendent of Business immediately if funds are lost or stolen;**
- **Ensure that the School Council chair is aware of and understands their roles and responsibilities;**
- **Create the Annual School Fundraising Plan and ensure that funds received are disbursed as per the intent of the funds raised or collected;**
- **Provide reports to School Council as required;**
- **Participate during audit/review and ensure implementation of recommendations;**
- **Attend mandatory training sessions.**

Administrative Assistant Responsible for School Generated and School Council Funds will:

- *Comply with the guidelines for school generated funds as directed by the Principal and advise the Principal of any deviations from the guidelines;*
- *Act as one of the approved signing officers on the school bank account;*
- *Verify funds received for deposit;*
- *Prepare bank deposits and deposit funds at the bank on a timely basis;*
- *Issue cheques ensuring that all requests for payments are properly supported and approved by the Principal;*
- *Record transactions on a timely basis;*
- *Complete the monthly bank reconciliation;*
- *Prepare transaction reports as required for the Principal, staff, and School Council;*
- *Maintain appropriate supporting documentation, and efficient filing system for records retention purposes;*
- *Prepare the Annual Financial Report and submit to School Principal (if required by the Board);*
- *Assist during audit/review;*
- *Participate in mandatory board training related to school generated funds.*

Staff Members will:

- *Collect money from students or other sources as applicable;*
- *Count money collected and record amount and intended use on the Funds Received Form as indicated in the section on Banking, Receipts and Disbursements in the school generated funds manual;*
- *Ensure funds collected are securely delivered to the designated individual on a daily basis;*
- *Ensure that invoices have the appropriate approval and are delivered to the designated individual for payment in a timely manner;*
- *Request and review transaction reports on a regular basis to ensure details of financial activity related to their class or club are recorded correctly and that funds received are disbursed as per the intent of the funds raised or collected. Advise the designated individual of any discrepancy.*

School Council Chairs will:

- *Ensure fundraising activities involving the students and/or the school are in compliance with board policies and procedures and no direct or indirect benefit is derived by a member of the School Council;*
- *Ensure that School Council members are aware that where conflicts of interest exist, they are disclosed;*
- *Distribute and/or make available the annual School Council financial reports as indicated in the section on School Councils;*
- *Ensure the Treasurer understands their responsibility for receipts, disbursements, banking, and record keeping including regular financial reporting for School Council meetings;*

- **Approve all requests for disbursements out of all School Council categories;**
- **Ensure all funds collected are counted and are kept at the school for safe keeping until deposited.**

Finance Department Staff will:

- *Provide training, support and direction to school staff and other Board employees including Senior Management with respect to the School Fundraising Policy and Procedure, and the school generated funds manual;*
- *Provide training, support, and direction on board standard financial procedures to ensure consistency between schools;*
- *Provide training, support, and direction on board recommended school generated funds software;*
- *Respond to queries from school and board staff and share “best practices”, as appropriate.*
- *Escalate any discrepancies and/or abnormalities on policy or procedure to the school Principal, appropriate Superintendent of Education and/or Superintendent of Business;*
- *Monitor and analyze school generated funds activities to ensure compliance and to follow-up with schools on any discrepancies;*
- *Consolidate school generated funds activities for reporting as part of the Board’s year-end processes and Ministry reporting requirements;*
- *Coordinate with internal and external auditors on audit activities related to school generated funds and prepare working papers as required.*

Recording and Reporting

A substantial amount of money is generated in schools for the benefit of students. The school Principal is accountable for the money to both the school community and the board. Financial reports demonstrate accountability and, at the same time, provide information to the school community and the board.

All of the recording and reporting requirements are included in the School Generated Funds Manual which identifies processes and controls to ensure money is handled appropriately, staff are protected, and records are accurate, timely and complete.

1. ~~Safety and Communication~~

- ~~A. The Principal is responsible for ensuring that the safety of students is the foremost concern in planning any fund raising activities involving students.~~
- ~~B. Staff, parents and students undertaking any fund raising activity in the name of the school, either in or out of school, shall have the prior approval of the Principal.~~
- ~~C. The purpose and nature of fund raising events to be undertaken during the entire school year should be communicated to students and parents as early as possible in each school year. This may not pertain to fund raising organized by parent or student groups.~~
- ~~D. Parents shall be offered an opportunity at the beginning of each school year to indicate that they do not wish their children to be involved in some or all fund raising activities.~~

2. ~~Fund Raising for Charitable and Community Cause~~

- ~~A. The Board approves of student collections, on a purely voluntary basis, for the Legion Poppy Fund, Salvation Army, Red Cross and UNICEF.~~
- ~~B. All other requests from charitable and community organizations for student assistance are to receive initial approval through the Principal. Final approval may be granted at the discretion of the Director of Education or designate. Participation of students shall be on a voluntary basis in all cases.~~
- ~~C. Participation of any school in fund raising for charitable and community causes will be limited and spaced so as not to overburden parents or the public or to use an undue amount of school time.~~

3. ~~Fund Raising for School Purposes~~

- ~~A. School purposes may include: extra-curricular activities, student trips, purchase of goods or services for use by students, and any other purpose approved by the Principal, with the following exceptions:
 - ~~i) funds shall not be raised for items funded through provincial grants, such as classroom learning materials, textbooks and repairs or for capital projects that significantly increase operating costs.~~
 - ~~ii) funds shall not be raised for offering and paying for employment.~~~~

- ~~The Principal shall consult with the School Council on an annual basis in establishing fund raising priorities for the school.~~
- ~~B. The Board approves of fund raising activities of a goods or services nature. Activities which are recognized as being of this type include: book fairs, food sales (subject to Ministry of Health regulations), sales of school pictures, flea markets, tickets to extra-curricular school events.~~
- ~~C. Participation of any school in fund raising for school purposes will be limited and spaced so as not to overburden parents or the public or to use an undue amount of school time.~~
- ~~As stated in A2: The Principal's approval must be obtained before initiating any fund raising activities. This is to avoid multiple requests to the same organization and to promote equity among activities. It also allows the principal to adhere to the annual priorities as set forth with the School Council. Failure to do so could jeopardize the relationship between the School and the Community. The Principal may issue written authorization upon request.~~
- ~~D. The Board approves the use of door to door canvassing subject to the following:~~
- ~~i) Students will carry identification on school or Board letterhead with an explanation of the purposes for the canvassing and the plans for the use of the money raised;~~
- ~~ii) Door to door canvassing should be restricted to the area served by the school and friends/relatives of the student;~~
- ~~iii) Principals will ensure students and parents are informed of safety precautions which should be observed (e.g. parental supervision where appropriate, working in groups, limiting to daylight hours, wearing bright clothing, etc.). Students in the primary and junior division shall only be allowed to canvas door to door under adult supervision.~~
- ~~E. The Board approves of auctions of goods or services donated to the school. Principals will ensure that, where required by law, a licensed auctioneer is utilized.~~
- ~~F. The Board approves of lotteries having cash or merchandise or service prizes. A lottery is defined as any event where money is paid for a chance to win a prize. Principals will ensure proper licensing through the municipal authority or the Alcohol & Gaming Commission of Ontario.~~

- ~~G. Fund raising activities should not result in any person, including school board staff or volunteers, benefitting materially or financially from the activities, except for the winners of lotteries.~~

~~4. Accountability~~

- ~~A. Each School Principal shall submit a report to the Director of Education or designate outlining the amount of funds raised and expended, the sources of funds, and uses of funds, by September 30th following each school year. A copy of the report shall be available to the public in each school. The report will be produced by the Board authorized school funds accounting program. OASBO's Guidelines to School Generated Funds shall be followed whenever possible and is available on Microsoft Outlook under Finance.~~

- ~~B. The Director of Education or designate shall submit a summary fund raising report to the Board on an annual basis. This may be accomplished through the annual audited financial statements of the Board.~~

- ~~C. The Principal of each school is responsible for the maintenance of accurate, up-to-date financial records of funds raised and expended by the school. Computer software has been provided to the schools to assist in maintaining these records.~~

- ~~i) Receipts, sales records, cheque registers, etc. should be retained for a period of seven (7) years following the report to the Director of Education or designate. It is recommended that the records of each year be boxed, labeled and stored in the school.~~

- ~~ii) Each school shall maintain a bank account for depositing funds and making payments in connection with fund raising activities. The principal shall have signing authority on any account opened in the school name. Each cheque will require two (2) authorizing signatures and it is recommended that the principal sign each cheque.~~

- ~~It is highly recommended that only one bank account be opened per school except for lottery funds which must be maintained in a separate account.~~

- ~~Funds raised under lottery licenses require a separate account with two authorizing signatures required to expend funds from the account. A separate account in the Board authorized school funds accounting program shall be maintained with respect to lottery funds.~~

- ~~iii) All funds collected should be promptly deposited to the bank account.~~

- ~~iv) Wherever possible, payments for goods and services shall be made by cheque.~~
- ~~v) The Chair of the School Council shall be granted access to fund raising records upon request and the Principal shall make an annual report on school fund raising to the School Council and it shall be posted publicly.~~
- ~~D. The Director of Education or designate is responsible for reviewing every school's fund raising records at least once during each four-year cycle and making recommendations to the Principal for improvement.~~

8.05 B

Keewatin-Patricia District School Board

May 11, 2021

NOTICE OF MOTION

THAT the Capital Project Report for Red Lake-Madsen Public School be received.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

May 11, 2021

NOTICE OF MOTION

THAT the report on the Queen Elizabeth District High School building and property be received.

THAT Queen Elizabeth District High School (QEDHS) building and property be declared surplus to the needs of the Keewatin-Patricia District School Board (KPDSB) and;

- Offer for sale will include a requirement that any stakeholder interested in the QEDHS property is undertaking the purchase of the property on the condition that a long-term lease is given for a portion of the building back to Seven Generations Education Institute (SGEI) and KPDSB for Adult Education, Section 23 Program, and Alternative Education Program and;
- the Administration be authorized to execute the sale on behalf of the Board.

Property Disposal Report – Queen Elizabeth District High School

Under Section 194 (3) (a) of the Education Act, the Board can adopt a resolution enabling it to sell, lease or otherwise dispose of any school site or property belonging to the Board. This disposal process would be governed by Ontario Regulation 444/98.

Background

In 2016, the Ministry of Education granted approval to replace Queen Elizabeth District High School (QEDHS) with a new secondary school in Sioux Lookout. This approval was granted based on the business case submission that stated Keewatin-Patricia District School Board (KPDSB) would dispose of QEDHS and the associated property following completion of the new replacement school and the subsequent move of staff and students into the new facility. Occupation of Sioux North High School commenced on March 18, 2019.

Since then we have moved our Adult Education program, in partnership with Seven Generations Education Institute (SGEI), into the QEDHS building. KPDSB's *New Roads*-Section 23 program and the Alternative Education program are also occupying space at QEDHS.

Current Situation

The *Out of the Cold* Emergency Shelter occupies space in QEDHS. There is currently a month-to-month lease in place with the Kenora District Services Board (KDSB) for the Shelter. This emergency shelter is for the homeless during COVID and has Ministry approval for the duration of the pandemic.

Next Steps

KPDSB will follow the formal process for disposition as set out in Ontario Regulation 444/98. As part of the process, KPDSB will offer the property for sale with a lease back condition for SGEI and KPDSB.

Respectfully submitted by:
Richard Findlay, Superintendent of Business